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ABSTRACT

Hunger and malnutrition lead to the deaths of 13-18 million people a year; 75 percent of these victims are children. World Food Day was created to focus attention on the world's food and farm problems and to encourage the world's people to become directly involved in the solution of these problems. It is sponsored jointly by the United Nations Food and Agriculture Organization (FAO), national governments, and the private voluntary community. This curriculum is designed for use by teachers on World Food Day, October 16. It includes a one-period introduction to world hunger with action-oriented follow-up activities in every subject. The activities could be extended for as long as the teacher wants to continue the unit. It provides for the integration of all subjects through one world issue--food and hunger. Instructions to help students prepare a bulletin board to answer questions about hunger are detailed. Activities such as drawing and constructing a three-dimensional imaginary world and describing the characters which live in the imaginary world are featured. Students write letters to political representatives, discuss such concepts as one billion, and plan a fundraising activity. A list of additional resources is given. (SM)

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# World Food Day

## Curriculum / Grades K-3

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# WORLD FOOD DAY

## October 16, 1986

**WORLD FOOD DAY** was created by the member nations of the UN Food and Agriculture Organization (FAO). Now observed in more than 140 countries, the day's purpose is to focus attention on all food and farm problems, and to get the people of the world more directly involved in the search for solutions. It is sponsored jointly by FAO, each national government, and the private voluntary community. But the experience of the first five years shows clearly that the success of **WORLD FOOD DAY**, in each country, has come through grassroots action.

In the U.S., the National Committee for **WORLD FOOD DAY** is sponsored this year by more than 350 private voluntary organizations. A variety of educational and information materials for **WORLD FOOD DAY** are produced by FAO, governments, and national **WORLD FOOD DAY** committees. This material — study papers, fact sheets, posters — is available on request at no cost in most cases. It is designed to help promote **WORLD FOOD DAY** events and to help people better understand food and hunger issues.

FOR MORE INFORMATION PLEASE WRITE:

Patricia Young
National Committee for World Food Day
1001 22nd Street, NW
Washington, D.C. 20437
(202) 653-2404

## About the Author

**Janet Zander** is a teacher in the Denver Public Schools and an adjunct faculty member of the Center for Teaching International Relations at the University of Denver. She received her B.A. from Colorado Women's College and her M.A. from the University of Colorado. She has served as a member of curriculum projects and writing teams, and as a consultant on gifted education, parenting, and global perspectives. In 1986 she was runner-up for Denver's Teacher of the Year. She has taught at the primary level for 16 years, including 8 years in a bilingual kindergarten. Her publications include **A Book of Good Ideas: Un Rolleto de Buenas Ideas.**

# Introduction for Teachers

This curriculum is designed for use by teachers on **World Food Day, October 16**. It includes a one-period introduction to world hunger with action-oriented follow up activities in every subject which could be extended for as long as the teacher wants to continue the unit. It provides for the integration of all subjects through one world issue — food and hunger. The activities will keep the children actively involved and, hopefully, help them to feel that they **can** make a difference. The teacher's role is to give background information, to facilitate the activities, to foster a feeling of empathy, and to support and encourage the children's desire to respond to the needs of the world's hungry.

# Objectives

1. To introduce the concept of **World Food Day** and the fact that it is being observed in over 140 countries.

2. To answer these four basic questions about food and hunger:

   - **Who** in the world are the hungry people?
   - **Why** in the world are they hungry?
   - **Where** in the world do the hungry people live?
   - **How** in the world can we help?

# Facts on Hand

Current estimates of the number of chronically hungry people in the world put that number at approximately 1 billion people. This means that 1 out of every 5 people in the world suffers from hunger.

Hunger (not getting enough to eat) and malnutrition (not getting the right things to eat) leads to the deaths of 13-18 million people a year; 75% of these deaths are children. The number of children who die from hunger-related causes (30,000-40,000 per day) can be compared to all the children under the age of 15 living in California, New York, Illinois, and Texas combined.

Hunger and malnutrition not only kill, they also maim through brain damage, sterility, and other permanent physical defects. Every year 250,000 people, mostly children, go blind due to vitamin A deficiency. Children who suffer from protein deficiency grow more slowly and are more susceptible to other diseases.

In many of the same countries with large numbers of hungry people, there is also a shortage of safe drinking water. In the 40 poorest countries, fewer than 30% of the people can get safe drinking water. Medical care is also more difficult to get. For example, in the United States there is one doctor for every 500 people, while in Ethiopia there is one doctor for every 70,000 people. These factors tend to increase the numbers of people dying from hunger-related causes.

Although crop failures, floods, drought, and other natural disasters contribute to hunger, they are not its root cause. There **is** enough food to eat in the world, enough to provide two loaves of bread per person per day or the equivalent of 3,000 calories per person per day. However, many of the people in the poorest countries cannot afford to buy it. In the wealthy countries, a typical family spends 20-25% of its income on food, while in most poor countries the typical rural family spends 75-80% of its income on food. The root cause of hunger is poverty. (Source: James Phillips. **"World Hunger Facts."** OXFAM America Publications.)

**For further information:**


George, Susan and Nigel Paige. **Food for Beginners.** Writers & Readers Publishing Cooperative Society, Ltd., 1982.

A cold, clear look at the facts and myths of food production. Examines multinational agribusiness, and methods of New Malthusianism and neo-colonialism. A documentary comicbook-style done with wit, sheer logic and force, pointing beyond despair to justice.

W.W. Norton & Co., Inc., 500 Fifth Ave., New York, NY 10110

Lappé, Frances Moore and Joseph Collins. **World Hunger: Ten Myths.** Institute for Food & Development Policy, 1979.

This work exposes the fallacies of ten of the most commonly held myths about world hunger, using concise, concrete examples from around the world.

Institute for Food & Development Policy, 2588 Mission St., San Francisco, CA 94110

Simon, Arthur. **Bread for the World.**

Revised and updated 1984. An easy-to-read overview of the world food situation with special emphasis on the role of public policy.

Bread for the World, 802 Rhode Island Ave., NE, Washington, DC 20018

# "The Circle of Hope"

## Introductory Activity

This activity for flannel board or overhead projector is called a "predictable story" due to its looping effect and the use of repetition. Its rhythm and rhyming words enable children to join in and learn it after a few repetitions. The pictures are used to reinforce the pattern of the story.

## Materials

Handout #1: "The Circle of Hope" (p. 6)

Handout #2: Illustrations (pp. 7-10)

Flannel board (felt board or bulletin board) or overhead projector

12" x 18" drawing paper

Crayons

Magazines (with pictures of children for Step #5 below)

Scissors

Paste

## Preparation

1. Cut out the illustrations and put felt on back or make copies on acetate for the overhead projector.

## Procedure

1. Explain that today is World Food Day and that children all over the world in more than 140 countries are studying about the problems of food and hunger.
2. Read the story and show the illustrations on the flannel board or overhead projector, matching each part of the story with appropriate illustration. Have the children join in as the story repeats itself.
3. Elicit definitions from the children for the difficult words, i.e., "Who thinks they know what a barren field looks like?"
4. Review the story and repeat if necessary to help children understand what it means.
5. Distribute drawing paper and crayons and have the magazines, scissors, and paste available. (Note: For younger children, the teacher may want to write the lines on the top of the page and make copies.)
6. Ask students to copy these lines on top of their papers as shown below:

| | |
|---|---|
| "Here is the child with eyes so sad, who if given more food would look so glad." | "Here is a child in the U.S.A. thinking of those countries in school today." |
| (Student cuts out a picture of a sad, hungry child and pastes on here.) | (Student draws self-portrait here.) |

7. Tell the children that you will be talking about the reasons for hunger and what they can do about it. Refer them to the bulletin board puzzle as described below.

# "Circle of Hope"

Here is the child with eyes so sad,
who if given more food would look so glad.
Here are a few good grains, so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.
Here is a country with fields so bare and dry,
where only a few good grains do lie.
A few good grains so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.
Here is a country torn apart by war
where ruined streets look like a scar,
Or like fields so bare and dry
where only a few good grains do lie.
A few good grains so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.
Here is a country where poor people live,
with little for themselves but much to give,
like the country torn apart by war,
where ruined streets look like a scar.
Or like fields so bare and dry,
where only a few good grains do lie.
A few good grains so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.
Here is a child in the U.S.A.
thinking of those countries in school today.
The country where poor people live,
with little for themselves but much to give.
The country torn apart by war,
where ruined streets look like a scar,
Or like fields so bare and dry,
where only a few good grains do lie.
A few good grains so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.
Here are the children with hope in their hearts
willing to share and do their part by joining with
a child in the U.S.A.
thinking of the country where poor people live,
with little for themselves but much to give.
The country torn apart by war,
where ruined streets look like a scar,
Or like fields so bare and dry,
where only a few good grains do lie.
A few good grains so slim and meager,
to feed the child who looks so eager.
The child with eyes so sad,
who if given more food would look so glad.

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# "Circle of Hope"

Here is the child with eyes so sad,
who if given more food would look so glad.

Here are a few good grains, so slim and meager,
to feed the child who looks so eager.
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who if given more food would look so glad.

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where only a few good grains do lie.
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# "The Big Puzzle"

## Bulletin Board

1. Prepare a bulletin board as shown below. Pieces may be put in during the introductory activity and briefly discussed one at a time **or** one piece per day can be put in and discussed more extensively as the issue is integrated throughout the curriculum.

2. Teacher may prepare the following or provide materials for children to answer the questions. Pictures, facts, and words can be pasted around the four titles that the teacher has already written.

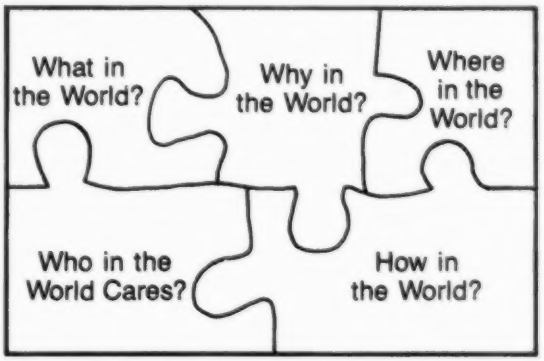
   - WHAT IN THE WORLD? — facts about hunger and pictures of people.
   - WHY IN THE WORLD? — causes such as poverty, drought, war.
   - WHERE IN THE WORLD? — cut out or trace shape of countries and label with names or mark on a world map **(see Attachment A, p. 12).**
   - WHO IN THE WORLD CARES? — self-portraits or photographs of children in the class.
   - HOW IN THE WORLD? — elicit responses from children and write **all** of them on puzzle piece (responses could be simple—not wasting food, having a fundraiser, etc.). Every response should be listed, no matter how unrealistic it may be.

EXAMPLE:

(Note: This puzzle is meant to be at least as big as a bulletin board or chalkboard or could be done on the floor. The pieces can be cut out of plain paper, poster board, or an old world map.)

Have this up to begin with:

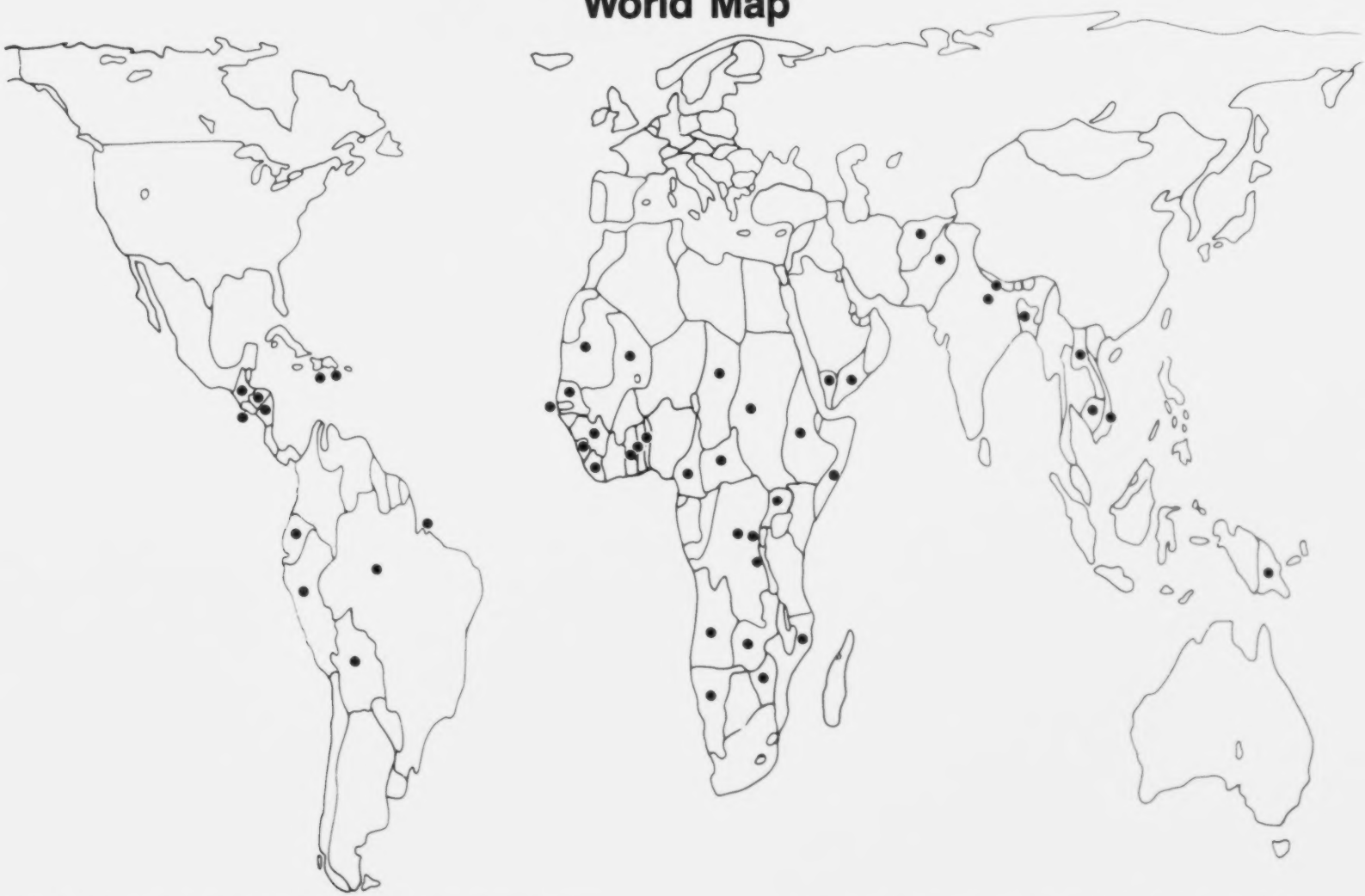
Then add the following pieces as suggested in the procedure:




3. Children could make their own individual puzzles as well.

4. Follow up on as many responses as possible. (How in the world can we help?)
   (See **Activities for an Integrated Curriculum**, p. 13)

# World Map*



• Indicates countries where the average daily calorie consumption falls below 100% of what is required for good health.

Source: Ruth Leger Sivard, ed. **World Military and Social Expenditures 1985**. Washington: World Priorities, 1985.

* The Peters Projection map, developed by Dr. Arno Peters of the University of Bremen, Germany, shows more accurately the proportions of land surface area than does the more familiar Mercator Projection.

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# Activities for an Integrated Curriculum

## Art

Make posters for World Food Day, October 16.

Make puzzles out of **National Geographic** pictures or children's own World Food Day drawings.

In cooperating groups, draw and construct three-dimensional imaginary worlds and name them. In these imaginary worlds children should decide what the world looks like, how the characters treat each other, and how they solve problems such as hunger.

## Citizenship

1. Ask each group to describe what kind of characters live in the imaginary world it created (see Art). Tell or write a story about how these characters solve their hunger problem.
2. Discuss classroom rights and the responsibilities that go with them. Then generalize to rights and responsibilities as citizens of the nation and the world. Is having enough food to eat the right of every human being? What are the responsibilities that are involved?
3. Do any of the following as fund raisers:

   Have an art show and sell the children's paintings, drawings, clay pieces.

   Recycle cans, newspapers, plastic containers, glass.

   Collect canned food for those in need in your own city. Discuss the idea that all countries have some people who are hungry.
4. Make a quilt by having each child decorate a fabric square with fabric crayons, fabric paint, indelible markers or by sewing with thread or yarn. Have parent volunteers sew the squares together and back with fiberfill and other material. Ask each child to tie with yarn one or two times in his/her own square. Give each child a packet of 20 tickets (see example) and a letter to parents such as the following. (This format is appropriate in place of a raffle which may not be a legal way of raising funds.)

Dear Parents,

The children have made a beautiful quilt and are donating it to raise money to help alleviate world hunger. The chances for the quilt are ***free***, but we are asking for a donation from each person who gets a chance.

The drawing will take place on _____. Thank you for helping the children know that they ***can*** make a difference.

Sincerely,

(Teacher)

5. Put chances in a fish bowl or other container and hold drawing. Have children decide to which group they would like to give the money raised.

## Language Arts

Write letters to political representatives urging them to take action to help solve the hunger problem in the U.S. and in other countries. Ask them for information on what is already being done by our government.

Congressperson _____
U.S. House of Representatives
Washington, D.C. 20515

Senator _____
U.S. Senate Office Building
Washington, D.C. 20510

President _____
The White House
Washington, D.C. 20500

Choral read or chant the following acronym and discuss what it means.

**H** urt of hunger pangs,
**U** nderstanding is what we need, for the
**N** eedy one whose life in the balance hangs—the
**G** iving call we heed.
**E** mpathy—as much as the heart will allow.
**R** esponse and that means NOW!

Write individual acronyms for "hunger" on teardrop-shaped paper.

Say "Good morning" in the following languages:

**Spanish** — Buenos dias (BWEH-nohs DEE-ahs)

**Cambodian** — Soursdey (phonetic spelling; meaning — "Have you had your rice today?")

**Swahili** — Jambo (JAHM-bo)

## Math

Talk about the meaning of the number 1 billion, which represents the number of hungry people in the world. If there are 27,648 M&M's per cubic foot, figure out how many could fit into the space in your classroom. Compare this number of 1 billion.

If you started counting to 1 billion now, figure out how old you would be when you finished. (Approximately 31 years plus the student's age.)

Learn to count to 5 in the language of a country where people are hungry:

| Spanish | Cambodian* | Swahili |
|---|---|---|
| uno | moo-ee | moja (mo-jah) |
| dos | bee | mbili (m-bee-lee) |
| tres | bi | tatu (ta-too) |
| quatro | boon | nne (n-nay) |
| cinco | bram (roll r) | tano (tah-no) |

*phonetic spelling

## Music

Sing the following songs:

"Magic Penny," **Carlton R. Young's Exodus Songbook**, Agape Press, 1976.
"We are the World," U.S.A. for Africa, United Support of Artists for Africa, 1985.
"It's a Small World," **Walt Disney's It's a Small World**, A Golden Press, 1963.
Sing the hunger acronym (any simple tune).

## Physical Education

Play games from countries that you "visit" in the social studies activities. Refer to UNICEF packet **Games Around the World** for a wealth of simple games that reinforce skills as well as teach about cultures. (Order No. 5426 - $3.00 plus postage - U.S. Committee for UNICEF, 331 E. 38 St., New York, NY 10016 - write for publication and educational material catalogue.)

## Reading

Practice reading the first two lines of each verse of the predictable story.

Choral read the story.

Make individual books based on the story.

## Science

Learn about drought by rationing water in the classroom for a brief period of time, or by showing what happens when plants are not watered.

Do a hunger simulation with the distribution as follows (numbers are for a class of 40 students). Use peanuts, cookies, or popcorn. The number of students for each region is based on its population, and the number of peanuts is based on the average GNP for the region, a measure of wealth of the region. Ask students how they felt when they saw how it was distributed. How is the simulation different from the real world?

| Regions | # Students | # Peanuts |
|---|---|---|
| Asia | 24 | 7 |
| Africa/Middle East | 4 | 1 |
| USSR/Eastern Europe | 4 | 7 |
| South America | 3 | 2 |
| Western Europe | 3 | 10 |
| North America | 2 | 11 |

## Social Studies

Make individual passports and "fly" to countries where people are hungry. Learn about the customs, food, dress, climate, and geography of these countries.

Understand that our differences make the world interesting and our similarities (we cry when we are sad, we need food, we smile when we are happy, etc.) are what bind us together as human beings.

# Additional Resources

### Audiovisuals

Available without charge from Church World Service Media Resource Center, P.O. Box 968, 28606 Phillips Street, Elkhart, Indiana 46515. Tel: (219) 264-3102.

**Charlie Cheddar's Choice** (Filmstrip): 13 min. United Presbyterian Health, Education, & Welfare Ass'n., 1976. Delightful introduction for children to the basic facts of hunger and some specific responses. Charlie, a rather middle-class mouse, has a series of dreams that motivate him to read and think, learn and take action. A happy combination of information, motivation, and entertainment.

**Secret of the Missing Seeds** (Filmstrip): 10 min. Church World Service, 1981. Adventures of four children who try to unravel the mystery of who Gongel the Gloomy is and why the Kingdom of Middleland is desolate and hungry.

**Spaceship Earth** (Film): 15 min. UN Association, 1980. Film made by elementary age children for elementary school children. These young people explore the following world issues: world hunger, overpopulation, pollution, energy, and more.

**What's Nice? Rice!** (Filmstrip and record): 12 min. Friendship Press, 1978. Good for grades 1-4 as an introduction to the sights and sounds of India, as well as the problem of hunger. Shows the effects of hunger in the lives of children of the world and urges children to choose careers as "hunger-fighters"—agriculturalists, engineers, and nutritionists.

### People

Church World Service has 26 regional offices located in communities throughout the U.S. Their mandate is twofold:

- the raising of resources to combat international and domestic hunger through community involvement in "CROP" hunger walks, fasts and other special events.
- the raising of awareness throughout the community of the causes of hunger and poverty and the connections of hunger to other global social issues.

You will find in these offices persons with global concerns, and both fund raising and educational activities and resources: films, speakers, curricula (or leads to such support and networks) to name a few. They would welcome your being in touch.

For the office nearest you, contact:

Office of Community Outreach • Church World Service
P.O. Box 968 • Elkhart, IN 46515 • (219) 264-3102

### Storybooks


Aardema, Verna. **Bringing Rain to Kapiti.** New York: Dial Press, 1981.

Aardema, Verna. **Why Mosquitoes Buzz in People's Ears: A West African Tale.** New York: Dial Press, 1975.

Feelings, Muriel. **Moja Means One: Swahili Counting Book.** New York: Dial Press, 1971.

Haley, Gail E. **A Story A Story: An African Tale Retold and Illustrated.** New York: Atheneum, 1970

Winther, Barbara. **Trickster Hare.** Boston: Houghton Mifflin, 1983.


### Activities


Goodwin, Mary T. and Gary Pollen. **Creative Food Experiences for Children.** Washington: Center for Science in the Public Interest, 1974.
A variety of activities about food to encourage good nutrition for children.

# Evaluation

This curriculum was revised with careful attention to teacher feedback we have received over the last three and a half years. In the interest of continuing to improve this material in the future, we would welcome your comments. Questions of particular interest are: With whom was this curriculum used? What were the strong and the weak points of the material? How might the curriculum be improved? Were the format, content, and length appropriate to the needs and age level of your group? Please send your response to Church World Service, Office on Global Education.

## Global Education
## "A World's-Eye View"

Global education or education for global justice is a process which helps people understand the conditions of hunger, poverty and oppression and why these conditions exist and persist. Global education arouses and nurtures in individuals a commitment to envision and actively promote a more just, sustainable, participatory and thus, human global environment.

### Church World Service

Church World Service is the relief, refugee resettlement and development agency of the National Council of the Churches of Christ in the U.S.A. CWS cooperates with and acts on behalf of 31 Protestant and Orthodox communions. Its overseas work is undertaken by local agencies, usually church-related, in more than 70 countries around the world. Thus, CWS is a link in a people-to-people network of U.S. churches and overseas colleague agencies working in partnership to help people help themselves.

The CWS Office on Global Education is mandated to inform and sensitize the U.S. public about the root causes of hunger, the limitations of global resources and the interdependence of all people. The Office works in a collaborative and cooperative style, animating and supporting existing initiatives in global education in the U.S., as well as providing educational programming.

### Center for Teaching International Relations

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate global and international studies. CTIR offers graduate courses in education; conducts teacher inservice workshops; offers travel and retreat courses with credit during the summer months and other vacation periods; develops, publishes, and disseminates curriculum materials; and offers consultative services to schools. Although national in scope, the Center focuses its attention on a twelve-state area, including the Rocky Mountain and Great Plains regions.

For Listing of other educational resources, write to:

Office on Global Education
Church World Service
2115 N. Charles St.
Baltimore, Maryland 21218

(301) 727-6106

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The Graduate School of International Studies
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